



Graduated Response for Attendance

Graduated Response for Improving Pupil Attendance

Stage	Provision Required	What that should look like	Who is Responsible
U	<p>Universal Support</p> <p>Every child should receive our fundamental offer.</p>	<ul style="list-style-type: none"> • The school has high expectations for attendance and punctuality. • The physical environment is warm, safe and meets need. • All staff promote good attendance. • Staff work to build positive relationships with pupils and their families. • Attendance information is shared across the school and to parents. • The school has a robust and up to date attendance policy. • Robust daily processes follow up absence. • The school is liaising with feeder schools. • The school has a dedicated attendance champion on their SLT. • The school provides the required data to the LA. • Registers are completed accurately and on time with the correct coding. • Absence Data is closely monitored and analysed. • Medical and mental health needs are met as far as the school is able. • All pupils are warmly welcomed as they arrive regardless of the time and circumstances of their arrival. • There is a curriculum that all children can access. • Pupils are supported at transition points. • Clubs, activities, leadership opportunities and wraparound care to encourage attendance, engagement and belonging are offered. • Good and improved attendance is rewarded regularly. • Welfare calls and visits are happening where a pupil or family cannot be contacted or has not been seen. • National guidance Working together to improve school attendance (applies from 19 August 2024) and supporting documents are widely understood and followed. 	All staff
1	Early intervention support	<ul style="list-style-type: none"> • Log of actions has begun. • Significant adult has met with the child to ascertain any reasons for non-attendance. 	Class Teacher/ Tutor Support staff



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	<p>95-93%</p> <p>Attendance is dropping below desired level.</p>	<ul style="list-style-type: none"> • Parents are notified and updated regularly, not just with percentage attendance but hours of lost learning and what that might mean for the pupil. • Families are offered help to support their child back into school and improvements rewarded. • Records of communications with Parents/Carers are made. • Conversations are held with parents by class teacher, tutor, or family support worker to consider what might help improve attendance. • The pupil is offered access to breakfast club and end of day activities. • Access to pastoral / ELSA support is in place if appropriate. 	<p>SENDCo DSL Attendance Officer</p>
2	<p>Targeted, additional support.</p> <p>92.9 -90.1%</p> <p>The pupil is approaching persistent absence.</p>	<ul style="list-style-type: none"> • Log of actions and communications is continuing. • Liaison is happening between attendance staff, SENDCo and DSL to check for any additional vulnerabilities with the pupil. • Support is in place within class to ensure learning can be accessed effectively with assessment for learning systems used to identify strengths/gaps. • The pupil has a key adult who maintains contact during absence. • Work with parents regarding routines and signposting support outlining potential need for local authority intervention is in place. • Evidence based interventions that match with the pupil's interests and/or needs is in place. • The attendance data for these pupil's is tracked and reviewed weekly by attendance staff. • Where attendance falls due to medical need, there is a clear plan to support the child to learn remotely and to maintain contact with their peers. 	<p>Class Teacher/ Tutor Support staff SENDCo DSL Attendance Officer</p>
3	<p>Targeted, intensive additional support</p> <p>90-80%</p> <p>The pupil is persistently absent, and</p>	<ul style="list-style-type: none"> • Team around the child meetings including Attendance Champion, SENDCo and DSL are arranged to discuss barriers and solutions with parents present and any referrals to outside agency support is discussed. • Attendance support/action plan has been jointly agreed with parents and Attendance staff and the plan, do review cycle has begun. • Messaging and communication with parents have been checked for accessibility and is free from judgement. • The school have considered referral to outside agencies to support the child and gain a better understanding of their support and medical needs. Examples of this include but are not limited to CAMHS, MHST, GP and EP. 	<p>Class Teacher/ Tutor Support staff SENDCo DSL Attendance Officer Attendance Champion</p>



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	<p>absence is a serious concern.</p>	<ul style="list-style-type: none"> The school has followed the process of referral to the relevant LA department and considered legal interventions. 15 days of illness and/or 10 days of unauthorised absence has been reported to the LA. The family has been referred to the local family hub. Attendance concerns are recorded on CPOMS/My Concern. Pupil's attendance data has been analysed in detail and reports sent to relevant staff. School to assess whether they are, with reasonable adjustments, able to meet the educational need of the child and consider if a medical outreach referral is appropriate. 	<p>Local Authority</p>
4	<p>Bespoke provision over and above that which would be expected.</p> <p>79.9-50%</p> <p>Absence is a safeguarding concern, and the pupil will have missed out socially and academically.</p>	<ul style="list-style-type: none"> The school are ensuring that work with other agencies involved has attendance as a key focus in any support. Multi-professional planning and coordinated support including clarity for parents regarding impact of attendance is in place. Where pupil is too young to make their own choices, the focus of attendance plans is to support parents' engagement. Opportunities for peer contact are in place to ensure relationships are maintained. DSLs are recording contact with children's services. The pupil's plan and progress are regularly discussed in safeguarding and attendance meetings. Contact between LA case worker and school attendance staff is regular and tenacious. Teaching staff maintain a level of contact with the family. Alternative provision and/or adapted environment has been considered. School to reassess whether they are, with reasonable adjustments, able to meet the educational need of the child and consider if a medical outreach referral is appropriate whilst seeking advice and support from the LA around complex cases. 	<p>Class Teacher/ Tutor Support staff SENDCo DSL Attendance Officer Attendance Champion Local Authority Trust</p>
5	<p>Provision In Line with Local Authority statutory guidance</p> <p>Below 50%</p>	<ul style="list-style-type: none"> There is an agreed joint approach with the school, Local Authority and HET. The school has asked for consideration for an EHCP or Alternative provision if not already in place. The school has contacted Children's Social Care for consideration of educational neglect, utilising any educational neglect guidance from their local authority case worker. Where absence is due to a medical need, school has ensured that the child is receiving an appropriate educational offer. 	<p>Class Teacher/ Tutor Support staff SENDCo DSL</p>



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	The pupil is now Severely Absent		Attendance Officer Attendance Champion LA
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